DOCUMENT RESUME

ED 163 198 CE 018 473

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|---|---|
| AUTHOR | Russ, Anne J., Comp. |
| TITLE | Sex-Role Stereotyping in Occupational Education: A Selected Bibliography for Educators. |
| INSTITUTION | State Univ. of New York, Ithaca. Cornell Inst. for Occupational Education. |
| SPONS AGENCY | Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; New York State Education Dept., Albany. |
| PUB DATE | Sep 78 |
| CONTRACT | VEA-78-3A-903 |
| NOTE | 20p.; Not available in hard copy due to reproducibility problems |
| EDRS PRICE | MF-$0.83 Plus Postage. HC Not Available from EDRS. |
| DESCRIPTORS | *Annotated Bibliographies; *Career Education; Females; Males; *Secondary Education; Secondary School Students; *Sex Discrimination; Sex Role; Sex Stereotypes; *Vocational Education; Womens Education; Working Women |

ABSTRACT

This annotated bibliography on sex role stereotyping in occupational education documents the background resources consulted during a project for the Cornell Institute for Occupational Education. It is divided into three sections: resources for and about secondary students (fourteen entries), resources for vocational and career educators (twenty-nine entries), and resources of general interest (twenty entries). The bibliography includes convention papers, research reports, books, questionnaires, booklets, articles, and kits. Each item includes author, title, and source and is followed by a brief description. Most of the materials were published since 1970. Several extensive bibliographies are indicated by asterisks. (LMS)

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# Sex-Role Stereotyping in Occupational Education:

## A Selected Bibliography for Educators

September, 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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The New York State College of Agriculture and Life Sciences, a Statutory College of the State University at Cornell University, Ithaca, NY 14853.

# Sex-Role Stereotyping in Occupational Education: A Selected Bibliography for Educators

VEA-78-3A-903

Compiled by

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*Funds for this project were provided by the Vocational Education Amendments of 1976 through the New York State Education Department.*

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## INTRODUCTION

This annotated bibliography documents the background resources consulted during the initial phase of the Cornell Institute for Occupational Education Project to identify the factors associated with sex-role stereotyping in secondary occupational education. The language in the VEA legislation and the research design of the study focus on sex-role stereotyping (rather than bias or overt discrimination) in occupational education programming and the bibliography reflects this emphasis. Clearly, from the literature, occupational education is not totally at fault for sex-role stereotyping in this society but equally clear is the fact that occupational education will share the responsibility for eliminating the problem. Instructional materials, the socialization environment, vocational interest inventories, and notions of the world of employment within the educational setting must reflect the mandated changes.

Choosing, for the most part, materials published since 1970, this bibliography attempts to indicate rather than catalog the wide variety of research now being conducted on the problems of sex-role stereotyping in the world of work. Extensive bibliographies of a more definitive nature have been indicated (***) for the reader. Sources were organized into categories designed to enhance their utilization by educators in the field. It is our hope that these materials will constitute a useful source for others concerned about the problems of sex-role stereotyping in occupational education.

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## SEX-ROLE STEREOTYPING IN OCCUPATIONAL EDUCATION: A Selected Bibliography for Educators

RESOURCES FOR AND ABOUT SECONDARY STUDENTS:

Birk, J. and Tanney, M., Career Exploration for High School Women: A Model. (Paper presented at the NEA Conference, 1972).

*The paper presented a model designed for junior and senior high school levels to heighten awareness of the influence of sexism on women's roles.*

Champagne, Joseph E., "Women in Vocational Education," Center for Human Resources, University of Houston, Houston, Texas. (Publications include: Lerner, Jane, et al., "Equal Vocation Education," and Lerner, Jane, Bergstrom, Fredell, and Champagne, Joseph E., Equal Vocational Education. Available from the Division of Occupational Research and Development, Texas Education Agency, Austin, Texas, 1976).

*These materials include a model for recruiting males and females into vocational programs along with materials for assessing and modifying attitudes. There is a report describing the procedures used in awareness activities, active recruitment, and support counseling.*

Farris, Charlotte J., Expanding Adolescent Role Expectations. (Developed by Community Service Education Department, N. Y. S. College of Human Ecology, Cornell University, Ithaca, New York, 1977).

*This excellent source book deals with how and why some of the adult roles are changing and expanding in today's society, how sex-stereotyping affects different roles, and how vocational educators can help adolescents realize that they no longer have to be limited by sex-role stereotyping in their career and family expectations.*

Fetters, W.B., National Longitudinal Study of the High School Class of 1972. United States Department of HEW, 1975.

*A long questionnaire designed to determine change in attitudes over time. Some of the questions may be useful for a study of sex-role stereotyping in occupational choice.*

Green, Russel F., "Preparing High School Students for Employment," (Paper delivered to NYSOEA Convention, November 4, 1977).

*This author concludes that, "females are more likely than males to have chosen occupational education for positive reasons, and males are more likely than females to have done so for negative reasons."*

Kaufman, Jacob J., "Non-traditional Vocational Education Programs for Women," Pennsylvania State University, University Park, Pennsylvania, 1974.

*This report discusses techniques for attracting students and identifies situational influences which differentiate female students who select non-traditional programs.*

Lewis, Morgan V., "Attempts to Overcome Sex-stereotyping in Vocational Education," The Institute for Research on Human Resources, The Pennsylvania State University, University Park, Pennsylvania, 1974.

*This report describes the various influences on career decisions of students along with recommendations for increasing participation.*

***Lockheed, Marlaine E. and Ekstrom, Ruth B., Sex Discrimination In Education: A Literature Review and Bibliography. Educational Testing Service, Princeton, New Jersey, May, 1977.

*This report cites evidences of discrimination in access to education, in mobility within the educational system, and in reduced production of marketable skills. As evidence of differential schooling practices it cites: varying models in texts, reward systems, and prescriptions for behavior.*

Marini, Margaret Mooney and Greenberger, Ellen, "Sex Differences in Educational Aspirations and Expectations," American Educational Research Journal. 15/1, Winter, 1978, 67-79.

*This study of eleventh graders in Pennsylvania found that: boys' educational aspirations and expectations were higher than girls'; academic achievement has a stronger effect on educational ambition for boys than girls; and boys' educational aspirations and expectations are more strongly linked to their social class origins than those of girls.*

National Organization for Women, "Money, Jobs and Women," Project Four, P.O. Box 123, Syracuse, New York, 1977.

*This well-done, illustrated booklet highlights forty women in the Syracuse area in non-traditional vocational roles. It lists the education and/or training necessary along with the salary range.*

Smith, Amanda J., "Stamping Out Sex-stereotypes in North Carolina," American Vocational Journal. 51/4, April, 1976, 30-33.

*This article describes the procedures used to eliminate sex-stereotyping in secondary vocational educational programs throughout North Carolina. This exemplary project is entitled New Pioneers: The North Carolina Program to Eliminate Sex Bias.*

Stebbins, Linda B., "Sex Fairness in Career Guidance: A Learning Kit," ABT Associates, Inc., Cambridge, Massachusetts, 1975.

*This kit contains self-administered curriculum materials to aid in the elimination of sex-role stereotyping and sex bias in career choices.*

Stevenson, G., Career Planning for High School Girls. Reprinted from Occupational Outlook Quarterly. U.S. Department of Labor, Women's Bureau, Washington, D.C., Summer, 1973.

*This pamphlet highlights the importance of planning for a career, not merely for work.*

Verheyden-Hilliard, Mary Ellen, "Counseling: Potential Superbomb Against Sexism," American Education. April, 1977, 12-15.

*An excellent article that points out that over one-half of the young women in eleventh grade chose occupations from three job categories: clerical and secretarial, education and social services, and nursing and human care while nearly one-half of the boys' choices were among the technologies and trades categories. "Girls continue to choose those careers because they have a better understanding of those careers; they have observed many females in these roles, and they can see those careers as acceptable and possible. Girls also choose traditional female careers because they are perceived to be compatible with a primary role of wife, mother, and housekeeper. Girls--and their parents--continue to believe that the choice of whether or not to work outside the home when they are adults rests with them."*

RESOURCES FOR VOCATIONAL AND CAREER EDUCATORS:

American Association of School Administrators. Sex Equality in Educational Materials. AASA Executive Handbook Series, IV, 1974.

*This handbook, designed for the school administrator, discusses the problem of sex-stereotyping in educational materials and outlines ways administrators can help counteract and change damaging curricula.*

American Vocational Association, "Opportunities for Professional Women in Vocational Education: How Equal?" American Vocational Journal. 49. November, 1974.

*Several articles in this issue are devoted to the status of women in vocational education--both as students and as professionals.*

Bemis, S.E. and Hedges, J.N., "Sex-stereotyping: Its Decline in Skilled Trades," Monthly Labor Review. 91, May, 1974, 14-21.

*This article discusses the increase in women employees in the skilled trades as social, legal, economic, and psychological barriers drop. A chart details the employment of women in the skilled trades. Of the approximately one hundred trades listed, only two had a majority of women as part of the total labor force. Thirty trades had less than two per cent women in the labor force.*

Bernstein, Jean, "The Elementary School: Training Ground for Sex-Role Stereotypes," The Personnel and Guidance Journal. 51/2, October, 1972.

*This article, contained within a special issue of the journal devoted to women, points out that children internalize their stereotypes about sex roles long before they enter public school but suggests that counselors can help remedy the situation by: meeting with teachers to discuss sexism, examining programs and curriculum materials, consulting with administration concerning hiring and promotion policies, using community resources to help children see men and women in different roles, and examining the attitudes and values they display as counselors.*

Boyer, E., Women: Are Technical Occupational Programs Attracting Them? WEAL, Washington, D.C., 1974.

*This is the report of a study conducted by the Women's Equity Action League to determine the extent to which schools offering certain technical-occupational programs have adapted to the changing employment situation (i.e.--no discrimination because of sex, affirmative action programs, etc.). They found that, while the enrollment of women is still low, some institutions have made considerable efforts to attract women and have been successful in increasing the enrollment of women in their programs.*

Broverman, Inge K., Vogel, Susan Raymond, Broverman, Donald M., Clarkson, Frank E., and Rosenkrantz, Paul S., "Sex-Role Stereotypes: A Current Appraisal," The Journal of Social Issues. 28/2, 1972, 59-78.

*This study reveals that consensus about the differing characteristics of men and women exists across groups differing in sex, age, marital status, and education. They found that if women adopt the behaviors specified as desirable for adults, they risk censure for their failure to be appropriately feminine; but if they adopt behaviors that are designated as feminine, they are necessarily deficit with respect to the general standards for adult behavior.*
*(NOTE: This issue of the journal, reflecting the growing awareness in the study of women, focuses on methodological and theoretical criticism, analysis of female stereotypes and roles, and achievement and achievement-motivation in women.)*

Burton, Robert C., "Research Designed to Facilitate, Improve, and Develop Cooperative/Vocational Education Programs and Affirmative Action/EEO Programs," NIE, Washington, D.C., 1975.

*This is an analysis of data to determine programs which have successfully attracted women and minorities and the particular attributes of such programs.*

Ellis, Linda J. and Bentler, P.M., "Traditional Sex-Determined Role Standards and Sex Stereotypes," Journal of Personality and Social Psychology. 25/1, January, 1973, 28-34.

*This study of the relationship between sex-stereotypes and traditional sex-determined role standards found that the opposite sex, rather than the same sex, may serve as a primary frame of reference for a person's self concept. The authors conclude, "It may not be too farfetched to say that masculinity means 'unlike females'--not 'like males,' while femininity means 'unlike males'--not 'like females.' "*

Ellis, Mary L. (editor), "Women at Work, Career and Vocational Education," Center for Occupational Educaton, North Carolina State University, Raleigh, North Carolina, July, 1976.

*This report discusses the social and psychological influences affecting the status and equality of women and contains recommendations along with a program for action. It outlines a workshop of activities designed to improve educational and employment opportunities for women.*

***Educational Testing Service, Resources in Women's Educational Equity. Volume I, U.S. Department of HEW, (ERIC), December, 1977.

*This volume contains document and journal resumes for the year 1976 from nine machine-readable data bases in six subject areas: education, legal, career, sex differences, life style, and health.*

Gade, Eldon M. and Peterson, Glen, "Intrinsic and Extrinsic Work Values and the Vocational Maturity of Vocational-Technical Students," The Vocational Guidance Quarterly. 26/2, December, 1977, 125-131.

*This study of extrinsic/intrinsic work values found that intrinsic work values were generally found to be more significantly related to vocational maturity for women but generally not for men. Interestingly, there was a tendency for men and women enrolled in the nontraditional programs to be more intrinsic in work values than same-sex students in traditional programs and opposite-sex students in the same curriculum. This study suggested that concepts of vocational development theory, such as work values and career maturity, are more appropriately applied to populations reflecting middle-class, collegebound behavior.*

Kane, Roslyn D., Dee, Elizabeth, and Miller, Jill, "Problems of Women in Apprenticeship," RJ Associates, Inc., Arlington, Virginia, December, 1977.

*This report, prepared for the Office of Education, on the problems of apprenticeship for women, contains recommendations for institutional change.*

Klemmack, David L. and Edwards, John N., "Women's Acquisition of Stereotyped Occupational Aspirations," Sociology and Social Research. 57/4, July, 1973, 510-525.

*Assuming that the type of work desired by women is increasingly problematic, a multivariate model was developed to account for the degree to which women select stereotypically feminine work roles. The model indicated that the degree of femininity of occupational aspirations is an indirect function of family background. Marriage and family plans serve a critical mediational function in determining the type of occupation desired. The salience of current dating patterns, the age at which one desires to marry, and the number of children one intends to have is much greater for women's occupational aspirations than it is for men.*

***Levy, Betty, "The School's Role in the Sex-Stereotyping of Girls: A Feminist Review of the Literature," Feminist Studies. 1/1, Summer, 1972, 5-24.

*This article reviews research studies, informal reports, and speculative writings that bear on the school's role in elaborating and reenforcing damaging sex roles. The author finds: children learn the content ascribed to the sex roles at an early age; as children grow older their awareness of "appropriate" sex-role behavior increases and becomes more restricted and stereotyped; both boys and girls increasingly value and prefer the male role; studies of adults reveal that both males and females think it preferable to be male and have male children. The author concludes that research is necessary in how traditional sex-role stereotypes affect girls' learning and development so that new educational environments can be designed which will enable boys and girls to explore their full human potential.*

Monthly Labor Review, "Marital and Family Characteristics of the Labor Force in March, 1976" U.S. Department of Labor, Bureau of Labor Statistics, June, 1977.

*This report notes that, as of 1975, only seven per cent of husband-wife families fit the concept of the four-person family consisting of two children, a working husband, and a wife-homemaker outside the labor force.*

Moore, Kathryn, M., A Study of Two-Year College Women in New York City: Characteristics, Career Determinants, and Perceptions. Cornell Institute for Occupational Education, 1974.

*This project examined some of the characteristics and perceptions of two-year college students in order to provide college counselors and administrators with information which would enable them to plan and implement services and programs to better meet student needs. It focused especially on those factors which influence women's career decisions.*

Mott, Frank L. and Moore, Sylvia F., "The Determinants and Consequences of Occupational Information for Young Women," Center for Human Resources Research, Ohio State University, Columbus, Ohio, April, 1976.

*This study of 5,139 women investigated the significance of various background factors as potential determinants of a young woman's occupational knowledge score and the effect of this score on subsequent earnings.*

Osipow, Samuel H. (editor), Emerging Woman: Career Analysis and Outlooks. Charles E. Merrill Publishing Company, Columbus, Ohio, 1975.

*This volume examines how women work, how they choose their work, the effects of working and not working on women and those people close to them, and the significant variables involved in female choice of and commitment to work, such as personality identification, personality attributes, marriage, and interests.*

Overview of the Study of Women in New Careers. Volume II, Department of HEW, Washington, D.C., 1976.

*This report attempted to identify and define the barriers to the training and employment of women in nontraditional careers.*

Rieder, Corinne H., "Work, Women, and Vocational Education," American Education. 13/5, June, 1977, 27-31.

*This article outlines why vocational education has an important role in the changing status of women. The author maintains that vocational education: is at the critical juncture between school and work; provides students with the knowledge and skills needed for successful job entry, and places them in their first jobs; represents the utilitarian purposes of education; and is concerned with developing students' potential to the fullest and placing students in a work environment that is financially and psychologically rewarding.*

Roby, Pamela Ann, "Toward Full Equality: More Job Education for Women," School Review. February, 1976, 181-211.

*Claiming that the traditional stereotypes about the proper work for women have combined with overt economic discrimination to greatly restrict the aspirations and opportunities of the female secondary school student, the author recommends several activities administrators may undertake to rectify the situation. These include: screening curriculum materials, introducing a course on the changing career patterns of women, providing an in-service training program with information and guidelines for teachers, counselors, and administrators, and providing women role-models in nontraditional areas.*

Schenck, John Phillip, Sex Fairness in Vocational Education. The Center for Vocational Education, The Ohio State University, Columbus, Ohio, 1977.

*This excellent review analyzes programs and strategies which help program planners and curriculum developers eliminate sex bias in vocational education. Topics and issues discussed are sex fairness in vocational education as a warranted assumption, impact on careers of sex-role stereotyping and sex bias in vocational education, forces promoting sex unfairness in vocational education, and forces promoting the eradication of sex unfairness in vocational education. Recommendations are made to maximize reduction of sex unfairness.*

Staines, Graham, "Alternative Strategies for Measuring Sex Discrimination in Occupations," Department of HEW, Washington, D.C., 1972.

*This article focuses on the relative merits of three separate statistical approaches for measuring occupational sex discrimination.*

***Stakelon, Anne E. and Magisos, Joel H., Sex Stereotyping and Occupational Aspirations: An Annotated Bibliography. Center for Vocational Education, Ohio State University, Columbus, Ohio, 1975.

*This bibliography lists items related to the concepts of sex-stereotyping and vocational education in occupational aspirations.*

Steele, M., Women In Vocational Education: Project Baseline Supplementary Report. Department of HEW, Washington, D.C., 1975.

*This is one in a series of special reports to review and analyze available data on women in vocational education with recommendations for change.*

***U.S. Department of HEW, Women In Non-Traditional Occupations: A Bibliography. Office of Education, Bureau of Occupational and Adult Education, September, 1976.

*This bibliography is a synopsis of general articles about women in non-traditional jobs. Non-traditional is defined as less than thirty-eight per cent in an occupational category.*

Vetter, Louise and Sethney, Barbara J., "Women in the Work Force: Development and Field Testing of Curriculum Materials," The Center for Vocational Education, The Ohio State University, Columbus, Ohio, 1972.

*This packet contains materials and associated measures of knowledge, attitudes, and plans.*

Walters, Nancy R., "Women and Career Options," Central Missouri State University, Warrensburg, Missouri, 1976.

*The object of this study was to examine the attitudes and stereotypic assumptions about women workers that vocational educators and administrators may hold. The study utilized an Attitudes Toward Women Scale as a pre-test and post-test.*

Women on Words and Images, Help Wanted: Sexism In Career Education Materials. Princeton, 1975.

*This carefully documented study analyzes the sexism found in career materials currently in use in the schools.*

RESOURCES OF GENERAL INTEREST:

Abramson, Joan, The Invisible Woman. San Francisco, Jossey-Bass, 1975.

*This book chronicles the frustrating story of one woman's attempt to seek redress against discrimination through institutional and legal channels. The futility of her efforts leads to a questioning of the "safeguards" of the "system".*

***Astin, Helen S. (editor), Sex Roles: A Research Bibliography. National Institute of Mental Health, Department of HEW, Washington, D.C., 1975.

*This extensive bibliography covers literature originating in investigations published both here and abroad and is directed toward social and behavioral scientists. In addition to 346 journal articles the bibliography contains 54 summaries of books relevant to sex role research and 49 summaries of relevant chapters within books of a broader nature. Also summarized are the proceedings of two conferences and five unpublished papers and speeches.*

Bernard, Jessie, Academic Women. University Park, Pennsylvania, The Pennsylvania State University Press, 1964.

*This book, while dated in some particulars, is still considered the classic work on the problems encountered by women in academe, whether students, faculty, or administrators.*

Bryant, Barbara Everitt, American Women Today and Tomorrow. National Commission on the Observance of International Women's Year, U.S. Government Printing Office, March, 1977.

*This report of a national survey of women provides good statistical data assessing women's attitudes and opinions, recording their current activities, looking at the patterns of their lives, and asking about their views of the future.*

deBeauvoir, Simone, The Second Sex. New York, Alfred A. Knopf, Inc., 1952.

*No understanding of women's role in western civilization is complete without a careful reading of this exceptional analysis. The central thesis is that since patriarchal times women have been forced to occupy a secondary place*

*in the world in relation to men. This secondary standing is not imposed of necessity by natural characteristics but rather by strong environmental forces of educational and social tradition under the purposeful control of men.*

Epstein, Cynthia Fuchs, "Separate and Unequal: Notes on Women's Achievement," Social Policy. 6/5, March/April, 1976, 17-23.

*The author suggests that there is an entrenched theoretical framework which underpins the assumptions that women do not want success or do not have the capacity to achieve it.*

Froschel, Merle, Howe, Florence, and Kaylen, Sharon, Women's Studies For Teachers and Administrators: A Packet of Inservice Educational Materials. SUNY College at Old Westbury, New York, The Feminist Press, 1975.

*This packet of materials and lesson plans is designed to help a school district start an in-service course on sexism in education and to show the potential of such a course for the development of a broader women's studies program.*

Glover, Robert W., Placing Minority Women in Professional Jobs. U.S. Department of Labor, 1978.

*This handbook describes how to operate a program to facilitate the employment of college-educated minority women. It can be used as a "how to do it" reference for organizations placing underused minorities and women into jobs they have not traditionally held.*

Gornick, Vivian and Moran, Barbara K. (editors), Women in Sexist Society: Studies in Power and Powerlessness. New York, Basic Books, 1971.

*This somewhat angry collection of essays demonstrates that woman's condition is the result of a slowly formed, deeply entrenched, extraordinarily pervasive cultural edict that "woman shall remain a person defined by her childbearing properties and her status as companion to man. . . . woman shall never be allowed to forget that her ego is passive; that the urgent desire for self-assertion that spurs the development of intellect, genius, and complex capacities is, in her, a weak and flickering mechanism; that woman is a differently made creature, one whose proportions are less given to maturity than are the proportions of men."*

Greene, Maxine, "Honorable Work and Delayed Awakenings: Education and American Women," Phi Delta Kappan. 58/9, 1976, 25-30.

*This article traces the history of women's struggle to educate themselves and focuses on the differential treatment they have experienced both in the classroom and in the outside world.*

Grosgebauer, Clare, "The Little Courses That Grew," American Education. June, 1977, 10-13.

*Courses in continuing education, originally a diversion for housewives, are, according to this article, becoming more comprehensive with an accent on career options and job skills.*

Harmon, Lenore W., "The Childhood and Adolescent Career Plans of College Women," Journal of Vocational Behavior. 10/1, 1971, 45-56.

*To provide information for counselors and others seeking a theory of vocational development in women, this study focuses on occupations ever considered by female college freshmen. Findings in general suggest that the career choices of college women are not random, and that unusual occupational preferences of adolescent girls may be indicators of future vocational behavior.*

Harrison, Barbara Grizuitti, Unlearning the Lie: Sexism in School. New York, William Morrow and Company, Inc., 1974.

*This book is an account of the struggle to provide alternatives to sexist education for boys and girls. It contains valuable workshop suggestions and techniques. It concerns the reaction of one institution, a private, interracial, nonsectarian, parent-teacher cooperative in Brooklyn, to the demand for changes.*

Horner, Matina S., "Toward an Understanding of Achievement-Related Conflicts in Women," Journal of Social Issues. 28/2, 1972, 157-175.

*A precedent-setting series of achievement-motivation studies conducted over a seven-year period is reviewed in detail within the framework of an expectency-value theory of motivation. Fear of success was found more often among females than among males and increased with age, educational level, and the ability of the*

*females. This fear was most often exhibited by females in mixed-sex competitive situations rather than in noncompetitive but achievement oriented ones. The author concludes that highly competent and otherwise achievement-motivated young women, when faced with a conflict between their feminine image and development or expression of competence, adjust their behaviors to an internalized sex-role stereotype.*

Janeway, Elizabeth, Man's World, Woman's Place: A Study in Social Mythology. New York, Morrow and Company, Inc., 1971.

*This important study of the importance of myths in role behavior is essential for anyone interested in a means of knowing and understanding the structure of beliefs we have built and live in.*

Kreps, Juanita, Sex in the Marketplace: American Women at Work. Baltimore, Maryland, Johns Hopkins Press, 1971.

*This book surveys the literature on women and work. Specific chapters are concerned with the effects on female employment of such variables as marital status and race, the value of women's work in the home and the labor force, home and work in women's life cycle, and legal aspects of sex discrimination in employment. The investigaton centered on reasons for women's continuance in the same types of low-paying jobs.*

Lipman-Blumen, Jean, "Changing Sex Roles in American Culture: Future Directions for Research," Archives of Sexual Behavior. 4/4, 1975, 433-446.

*This article proposes a set of research strategies for building a systematic knowledge base about techniques, procedures, and social policy recommendations aimed at changing the traditional sex role differentiations that currently limit both females and males in their life situations.*

***Phelps, Ann T., "Selected Annotated Bibliography on Women at Work," Human Interaction Research Institute, Los Angeles, California, 1976.

*This bibliography includes 240 annotations from recent literature of research investigations of psychological variables impacting on women's choice of careers.*

Sandler, Bernice, "Employment Self-Evaluation Checklist," (in Focus On Women In Education, part of the Project On The Status And Education Of Women. Association of American Colleges, Washington, D.C.), 1976.

*This checklist, the result of research surveys on women's issues, focuses on general strategies that can be employed in an administrative component, policy component, analysis component, fringe benefits, and job mobility. In addition, it presents statistics rather than the stereotypes generally used for "image versus reality" studies.*

Sutherland, Sharon L., "The Unambitious Female: Women's Low Professional Aspirations," Signs. 3/4, Summer, 1978, 774-794.

*This study asked whether men and women are potentially equally able to make important decisions in business, politics, and the professions. The author concludes that the female child "survives" by eliciting help, while the male engages in more independent behavior, concurrently learning skills and gaining confidence. Later, when independent achievement or competitive behavior might jeopardize the cooperative texture of interpersonal relationships, females "fold" or retreat. The author concludes that data are lacking for detailed investigation of the dependency engendered in early years.*